



Canadian International School of Egypt (CISE)
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Canadian International School of Egypt (CISE)
English Department
OLC40- The Ontario Secondary School Literacy Course

Course Outline

Teacher:	Jason Brazeau
Time:	September 2012, Semester 1
Course Title/Grade:	Ontario Secondary School Literacy Course
Course Type:	Open
Ministry Course Code:	OLC40
Credit Value:	1
Prerequisite:	None
Ministry Document:	The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12 2003

Course Description

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Overall Curriculum Expectations

1. Building Reading Skills

By the end of this course, students will:

- Demonstrate the ability to read and respond to a variety of texts
- Demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including information paragraphs, opinion pieces, textbooks, newspaper reports and magazines stories, and short fiction
- Demonstrate understanding of the content and meaning of informational, narrative and graphic texts that they have read using a variety of reading strategies
- Use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative and graphic texts

2. Building Writing Skills

By the end of this course, students will:

- Demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks.
- Use knowledge of writing forms, and of the connections between form, audience and purpose to write summaries, information paragraphs, opinion pieces, news reports, and personal reflections, incorporating graphic elements where necessary and appropriate

3. Understanding and Assessing Growth in Literacy

By the end of this course, students will:

- a) Demonstrate understanding of the importance of communication skills in their everyday lives- at school, at work, and at home
- b) Demonstrate understanding of their own roles and responsibilities in the learning process
- c) Demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning
- d) Demonstrate understanding of their own growth in literacy during the course

Description of Course Units (70% of final report card mark)

<u>Unit</u>	<u>Title</u>	<u>Time</u>
1	Goals and Graphics	22
2	Reading a Narrative Text and Writing Summaries	22
3	For Your Information	22
4	Writing Well	22
5	Course Culminating: Portfolio (30% of final grade)	22
Total		110 Hours

Mark Breakdown and Assessment Evaluation

Your level of performance on a number of activities will determine your midterm and final grades. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

ASSESSMENT & EVALUATION

Essential Evidence

A. COURSE WORK

70%

-Quizzes, Tests, Assignments, Projects

B. CULMINATING ACTIVITIES

1: Culminating Activity (Portfolio)

30%

NOTE: SOME ASSESSMENT/ EVALUATION COMPONENTS MAY BE ALTERED DEPENDING ON TOPIC INTEREST, CLASS DEMAND OR TIME CONSTRAINTS. STUDENTS WILL BE MADE AWARE OF ANY CHANGES WITH AN UNDERSTANDING THAT MODIFICATIONS ARE IN THEIR BEST INTEREST.

Achievement Chart

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard
70-79%	3	A high level of achievement. Achievement is <i>at</i> the provincial standard
60-69%	2	A moderate level of achievement. Achievement is <i>below but approaching</i> the provincial standard
50-59%	1	A passable level of achievement. Achievement is <i>below</i> the provincial standard
Below 50%	<i>Insufficient achievement of curriculum expectations. A credit will not be granted</i>	

Late Assignment Policy

Students are expected to complete all assignments on time. Teachers and the principals will assist students in developing good work habits, including time management, and in developing the attitudes that lead to success in life, including pride in work done. The cooperation of parents is invited and is essential.

Assignments that are late or incomplete:

- a) Student will not be allowed to enter the class and will be sent down to RM 24 (Mr. Frank) to complete the assignment. The student will not be allowed to enter the class until the assignment is done. The student will then be responsible for any work that is missed in class.
- b) Parents will be contacted immediately
- c) The student will receive a 5% penalty each day the assignment is late
- d) Once the assignment has been marked and distributed back to the other students, you will receive a mark of 0.

Academic Honesty

It is expected that all essays, assignments, projects and the like, presented by students for assessment, will be their own work. The advent of the Internet, which is a superb source of information for students, has led to a large increase in plagiarism the presentation of another person's work as your own. Plagiarism includes students copying into their work, sentences, paragraphs, graphics and so on from another author, without providing an acknowledgment of the source.

Plagiarism becomes an increasingly frequent problem as students get older. It is also a problem in post-secondary institutions, which regard it so seriously that they will often require a student who has been academically dishonest to withdraw from their program. The school wishes to cooperate with parents in developing students' commitment to academically honest practices. If a student presents work for assessment that contains another person's work, without adequate acknowledgement, the work will be returned un-assessed and parents will be contacted to set additional consequences, including suspension, depending on the grade and the extent of the plagiarism.

Plagiarized work will be assigned a zero grade.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school regularly, on time and ready to learn;
- Is prepared for all classes by bringing required material and completing homework assignments on time;
- Is responsible for any work missed in classes due to absence;
- Shows respect for themselves, for others and for those in authority;
- Develops self-discipline and shows courtesy through language and actions toward all members of the school community;
- Shows respect for school property and the personal belongings of others;
- Cooperates with other members of the school community;
- Resolves interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel;
- Refrains from bringing anything to school that may compromise the safety of others (e.g. alcohol, illegal drugs, weapons, objects which may be used as weapons);
- Follows the established rules and takes responsibility for his/her actions.

If you have any problems or issues throughout the year, I have an open door policy so please come and talk to me. If there is anything that I can do to help I would love to do so. You can also contact me through e-mail at jbrazeau@cise-eg.com. You can also follow a day to day schedule of the class at www.brazeau.wikispaces.com

Thanks
Mr. Jason

Student Signature: _____

Teacher Signature: _____